UNITED
NATIONS

E

Economic and Social
Council

Distr.
GENERAL

E/1988/5/Add.8
30 March 1990

ENGLISH
Original: SPANISH

First regular session of 1990

IMPLEMENTATION OF THE INTERNATIONAL COVENANT ON ECONOMIC, SOCIAL AND CULTURAL RIGHTS

Initial reports submitted by States parties to the Covenant, concerning rights covered by articles 13-15, in accordance with the third stage of the programme established by Economic and Social Council resolution 1988 (LX)

Addendum

ARGENTINA */

[25 January 1990]

---

*/ This document, submitted by the Government of Argentina prior to consideration by the Committee on Economic, Social and Cultural Rights at its fourth session of Argentina's initial report concerning articles 13 to 15 of the Covenant (E/1988/5/Add.4), provides information additional to that contained in that report.

GE.90-15988/1864B

best copy available

CONTENTS

	Paragraphs	Page
Introduction	1	1
I. Outline of educational and cultural policies	2 - 9	1
II. Educational policy strategies	10 - 130	3
A. First strategy: Ensuring that all sectors of the community are actively involved in educational activities	12 - 36	3
B. Second strategy: Developing jointly with all the country's various authorities, the policies and strategies that are needed for the transformation of teaching methods for every level and category	37 - 93	7
C. Third strategy: Development of specific programmes to meet special socio-cultural needs	94 - 115	15
D. Fourth strategy: Debureaucratization of administrative procedures within the Ministry of Education and Justice	116 - 120	18
E. Fifth strategy: Ensuring co-ordination and complementarity among the different levels, types and branches of education	121 - 130	19
III. National Institute for Education Loans to ensure Equality of Opportunity	131 - 135	21
IV. National Directorate of Educational Information, Broadcasting, Statistics and Technology	136	22
V. National Directorate of Educational Planning	137	23
VI. Special projects	138 - 150	23
VII. National Secretariat of Culture	151 - 172	30

READEX FICHE

Annex

REFERENCE DOCUMENTS */

(a) Minimum bases for a Federal Educational Pact

(b) Resolution No. 813 of 16 November 1989

(c) Resolution No. 535 of 5 October 1989

---

*/ These documents have been submitted by the Government of Argentina in Spanish and may be consulted at the United Nations Centre for Human Rights.

INTRODUCTION

1. For the purpose of furnishing a report meeting the requirements of the International Covenant on Economic, Social and Cultural Rights and in accordance with article 17, paragraph 3, the following paragraphs of the initial report submitted by the Republic of Argentina on 17 October 1988 (E/1988/5/Add.4) are still applicable:

(a) Constitutional principles: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 12;

(b) Legal background: 13, 14, 15 and 16;

(c) Strengthening of respect for human rights and fundamental freedoms: 25, 26, 27, 28, 29, 30, 31, 32, 33, 34 and 35;

(d) Primary education: 100, 101, 102, 103, 104 and 105;

(e) Secondary education: 119, 120, 121 and 123;

(f) Higher education: 147, 148, 149 and 150;

(g) Development of formal education: 157, 158, 159 and 160;

(i) Right to choice of school: 189, 190, 191, 192, 193, 194 and 195;

(j) Right to take part in cultural life: 209.

I. OUTLINE OF EDUCATIONAL AND CULTURAL POLICIES

2. Carlos Saúl Menem's Government took office earlier than scheduled, on 8 July 1989, at a time when the country was faced with many political, economic, social and cultural problems. Its policies are intended to encourage a process of national recovery with unity as its watchword that seeks to strengthen the foundations "of a united Argentina moving forward notwithstanding any differences". This appeal for national unity is one of the requirements of the new stage in the country's history - a time when a production revolution is being called for in order to build the nation of the future.

3. Within this framework of the new Government's general aims, the education system has begun to incorporate "in its basic goals the central idea that the Argentina of today should train its citizens in order to consolidate national unity and that education should endeavour to revive the culture of work and production, improve the quality of life, preserve and reinforce the nation's self-respect and strengthen sovereignty and national self-determination".

4. Within the existing institutional framework, it is the duty of the community and the State to draw up educational, scientific and cultural policies designed to produce necessary structural changes.

(a) The spirit and aims of education that are being promoted are intended to bring about cultural change, so that work and the social ethic involved are regarded as the mainstays of the education system.

(b) Links should be established between educational establishments and the workplace and their activities should be complementary. To that end, new and more productive learning experiences are being encouraged in schools themselves and also among the general public, in enterprises and in trade unions. These experiences will extend to a variety of unconventional areas and take place at various times. An attempt is being made to multiply and diversify opportunities and openings, instructors and educational settings.

(c) A start has therefore been made on reorganizing the subjects taught and the methods used in education of every kind and at every level. In primary schools the emphasis will have to be placed on achievement of the basic skills and the relevant elementary instruction. Middle and technical schools, which should have close links, must organize visits to workplaces and meet the needs of everyday life, while continuing to provide a general education and preparing students adequately for further studies. Adult education will have to satisfy the needs of the revolution in production and play a prominent role in new working methods. This also applies to universities, since they are concerned with the problems of their environment and the country's overall development.

5. Contacts, exchanges and a sense of shared responsibility between the community and the State will be encouraged. All achievements in education will be the result of a co-ordination of efforts between community organizations and State institutions. Both the planning and the provision of education will involve groups representing a variety of national activities, such as teachers, scientists, managers, trade unionists, the armed forces, political movements, religious groups and other such associations. Education will be expanded to meet the real needs of the community and to provide opportunities for learning technical and mental skills. To that end, schools and universities will function as community centres throughout the year.

6. Education is regarded as a permanent process and advantage, which should be available to a person throughout his lifetime. Links are therefore being established between education in the school context and outside it, between formal and informal education.

7. The federal structure provided for in the Argentine Constitution will be implemented for the education sector. Consequently, effectively decentralized education will be ensured by transferring responsibility for middle and higher education to the appropriate provincial authorities and to Buenos Aires City Council. The development of federalism will require the Federal Council of Culture and Education to be reorganized and reinforced, since that body is considered essential for making education and culture integrated and dynamic at the national level.

8. Central to current education policy is the concept of freedom of education. It is hoped that schools and universities will be continually in search of and open to initiatives and new challenges, and therefore school and university curricula will have to open up to society's aspirations and experiences and listen to its opinions.

9. The Government reaffirms its belief that it is the responsibility of the State to guarantee the social and human right to education, and that society has duties and rights with regard to education. The State and the community

should provide effective, varied and creative answers to matters relating to training and education. This is why freedom of education is respected and why both public and private education is available. In this way the family once again has the inalienable right to choose and decide on the kind of education its children receive.

II. EDUCATIONAL POLICY STRATEGIES

10. Argentine law recognizes the right of everyone to education and to the full development of their capacities and abilities. Similarly, the State guarantees that the rights enshrined in articles 13 and 15 of the International Covenant on Economic, Social and Cultural Rights may be fully exercised. The technical, legal, pedagogical and administrative structure of the education system is designed to meet the requirements in those areas and to offer the best possible education.

11. These features of educational policy will be at the basis of five strategies covering the activities of the various sections of the Ministry of Education and Justice and aimed at formulating an integrated education plan. Each of the five strategies is described below and the ways in which they are being implemented are also indicated.

A. First strategy: Ensuring that all sectors of the community are actively involved in educational activities, using the human and material resources available

12. The aims of this strategy are essentially threefold: (a) to mobilize education, (b) to transform the schools, and (c) to improve teacher qualifications and training. The first of these aims consists in setting common goals for the education divisions within the Ministry and taking steps to make the Ministry's work understood among the various sectors of the community. The intention of the second aim is to transform schools by establishing a new relationship between education and work, with regard to the basic skills, attitudes and values which should be developed in schools and helped by introducing integral institutional planning into educational establishments. Regarding the third aim, it is intended that improved teacher training will help to promote and achieve the educational changes required. This means working with supervisors, managers and teachers or lecturers on the various links that can be established between the school and the community, education and work, institutional planning and educational needs.

13. The principal ways of establishing such links are to invite those companies or bodies which should specifically have close ties with the field of education to listen to and act on opinions and co-operate in:

(a) making suggestions for teaching methods including work experience, according to the needs of each sector, with particular emphasis on work in production;

(b) providing educational and vocational guidance in schools in order to ensure that students receive an education that is appropriate to their interests and needs at the various stages in their development and so that they can enter without difficulty into the world of work and production;

(c) taking action to ensure that school buildings are used fully every day of the year, so that the community can channel, generate and strengthen its energy and resources, by establishing a system whereby members can co-ordinate the use of their free time and their socially productive work;

(d) developing strategies and defining standards for teacher training;

(e) providing information to all establishments concerning the plan of work approved by the Ministry;

(f) promoting links between educational establishments in the same area, regardless of their level, type or the administrative area, in which they are situated, in order to bring together the various sectors of the community;

(g) promoting in such schools, and through its supervisors and head teachers, work teams involving industry and public bodies in order to formulate and implement a local work plan;

(h) indentifying through such work groups the educational needs of industry and society, revising aspects of school organization and the curriculum and establishing informal education alternatives;

(i) promoting institutional planning by planning the internal organization of each school and the framework for external contacts, and by encouraging innovative teaching projects;

(j) dealing with students' social needs, identifying basic requirements that have not been met and encouraging practical measures to prevent drug addiction.

14. Within this framework, the various departments within the Ministry are working on steps, of which some have already been implemented, that are designed to incorporate these objectives in educational policies and in this strategy. These measures include a broad range of important activities that are being carried out by particular bodies referred to below.

1. National Directorate of Pre-School and Primary Education

15. Activity: To experiment with innovative methods for obtaining funding from sources other than the State in order to meet schools' needs and effect changes in them. To this end, the following activities will be carried out: (a) development of a production unit in the Ezeiza Children's Home; (b) establishment of a foundation to support the Quinquela Martín Cultural Complex; and (c) community-co-operation in supporting the Bernasconi Institute.

2. National Directorate of Secondary Education

16. Activity: Evaluation and re-elaboration of the Unified Basic Cycle (C.B.U.) project.

Description: Assessment of the status of project implementation and operation in establishments under the authority of the National Directorate of Secondary Education, the National Directorate of Higher Education and the National Supervisory Board for Private Education in order to make appropriate

changes in the current management's educational policies. This assessment is of a participatory nature, through mass consultation of all teachers in establishments covered by the project.

17. Activity: Evaluation and re-elaboration of the Basic General Cycle (C.B.G.) project.

Description: To assess the status of project implementation and operation in the 19 national establishments and analyse project formulation within the framework of the current management's educational policy. This evaluation is of a participatory nature and includes the various groups making up the educational community: managerial personnel, teachers, parents and pupils, co-ordinated by specialists and supervisors.

3. National Council for Technical Education

18. Activity: Participation of businesses, trade unions and the State in carrying out technical education and vocational training programmes.

Description: Derives from the need to involve these sectors of the community with the State in the operation of technical education and vocational training programmes through participation by representatives of these organizations in school management.

4. National Directorate of Agricultural Education

19. Activity: Development of standards for technical teaching supervision.

Description: The role of the technical teaching supervisor needs to be redefined, with special emphasis on the job description and ensuring that supervision becomes comprehensive advisory assistance to dependent establishments.

20. Activity: Organization of regional boards for supervision of technical teaching.

Description: Steps will be taken to provide continuous and effective supervision with a decentralizing approach.

5. National Directorate of Special Education

21. Activity: Care of the disabled in high-risk communities (community-based rehabilitation model - OPS).

Description: Mobilizing educational potential in marginal zones through formal and informal structures, by creating alternative models of care for those communities with the support of an inter-sectoral team (education, health, rehabilitation, employment and social work).

22. Activity: Project planning.

Description: Each school's activities will be based on the concept of project planning having regard to community integration, the target population (the deaf, the blind, persons with visual, mental and motor impairment, the severely disturbed) and each school's infrastructure and staff.

23. Activity: System of credits among higher education modalities.

Description: Need to co-ordinate the higher education level, raise professional qualifications and provide vocational qualifications to educators with labour experience, especially in the interior of the country.

24. Activity: Integration of the disabled in rural areas.

Intended aim: Establishment of work training services that integrate the disabled into agricultural schools.

25. Activity: Preparation of a national integration plan.

Description: Enhancement and extension of the strategies implemented at all levels and in all administrative areas for the integration of the disabled into schools (where possible), into work and into society.

26. Activity: Co-ordination between education and work for the disabled.

Description: Meeting the need to delegate to other bodies and institutions responsibility for work possibilities and integration of the disabled through review of the model for work training schools by the National Directorate of Special Education.

27. Activity: Study plan for teacher training institutes.

Description: Development of a model for a training institute sufficiently flexible to co-ordinate with other higher education institutions and with in-service training.

28. Activity: Self-managed teacher training centres.

Description: Teacher training based on the schools' interests, desires and expectations.

6. National Directorate of Adult Education

29. Activity: Analysis of all existing agreements and decision-making by the signatory and beneficiary sectors (meetings, surveys and ad hoc committee).

30. Activity: Participation in meetings of trade unions, non-governmental organizations, other governmental sectors and the managerial sector in order to: work out proposals for action, elaborate curriculums and carry out sectoral diagnostic studies.

7. National Supervisory Board for Private Education

31. Activity: Continuing education.

Description: (a) Formulation of criteria for continuing education goals; (b) Potential scope of continuing education; (c) Ways in which the school can contribute to continuing education; (d) Means and methods of providing incentives for practising continuing education.

32. Activity: Definition of criteria for educational mobilization and school-community relations.

Intended aim: (a) To clarify the concept of educational community; (b) To propose actions for expanding that community; (c) To promote interaction between the school and the local community.

33. Activity: Development of criteria for harmonizing work and pupils' school activities.

Justification: Frequency of negative results in apprenticeships because of failure to harmonize work with pupils' needs.

8. National Directorate of Art Education

34. Activity: Development of possible strategies for various forms of continuing education through refresher courses, in-service training and extension activities in the field of art.

35. Activity: Intensification of school-community relations in the area of art education and establishment of guidelines for improving such relations.

9. National Directorate of Higher Education

36. Activity: Preparation of a proposal for the basic framework of a federal teacher-training system.

Description: Preparation of a framework of shared views for the subsequent preparation of a document redefining teacher training for all educational levels and modalities, in all areas.

B. Second strategy: Developing, jointly with all the country's various authorities, the policies and strategies that are needed for the transformation of teaching methods for every level and category, taking into account the transfer of services

37. This is perhaps the core strategy of the Ministry's action since it involves the possibility of furnishing, at the national level, a concerted paedagogical response that will meet the needs of society. It will necessarily support the four other strategies and form a viable framework for proposals for educational change based on ministerial decisions, thus guaranteeing fulfilment of the current administration's proposed objectives for defining educational policy.

38. Implementing this strategy will require the holding of national and regional meetings of the political and technical authorities at each level and of each category to make a diagnosis for each area of education and geographical area, while at the same time promoting strategies, reached by consensus, for changing teaching methods. Before this approach can be implemented, the issues affecting the level or category in question must first be determined and priorities set for each problem in order to assign available resources as efficiently as possible.

39. One specific aspect to be considered, before activities for developing this strategy are programmed, is the need to study the particular ecological features of each region of the country in order to elaborate a national environmental conservation programme and integrate the school more fully into its surrounding area.

1. National Directorate of Pre-School and Primary Education

40. Activity: Study of the features of the pre-school and primary levels in terms of the need for expansion and improvement of these levels, the development of a new theory of the school and determining the scope of compulsory schooling.

41. Activity: Redefinition of the supervisor's role.

Intended aim: To adjust the supervisor's job description to the principles of the educational policy currently in force. To enable the supervisor to participate actively in implementing the projects in order to improve the running of the educational units.

42. Activity: Enhancement of the role of the director as supervisor.

Intended aim: To bring about a change in the attitude of the managerial personnel which will lead to better management of the institution and changes in services in keeping with the projects implemented.

43. Activity: Reorganization of the National Directorate of Pre-School and Primary Education to adapt it to the new educational strategies.

Intended aim: (a) To adapt the structure of the National Directorate of Pre-School and Primary Education to the Ministry's new role; (b) To establish a permanent federal relations sector.

44. Activity: Implementation of institutional planning. Exchange of experience among different administrative areas.

Justification: The changes to be brought about in the school units will make it necessary to update the diagnostic study and develop a new institutional profile, which will mean that the institution must modify its own institutional planning.

45. Activity: Elaboration of a pre-work training project.

Description: Introduction of changes in the primary school system to meet the requirements of the current situation, through emphasis on work as a value and the fostering of integration with the secondary school system. Holding of workshops in the schools of the National Directorate of Pre-School and Primary Education for introduction to a few simple skills and techniques, under a co-operation agreement with the National Council for Technical Education. Dissemination of this experience to other administrative areas.

46. Activity: Introduction of flexibility in the management of schools.

Justification and description: (a) Existence of a rigid formal structure and strong bureaucratic dependency which impedes the teaching process;

(b) Feasbility study for a reduction of bureaucracy; (c) Proposals for gradual deregulation in the schools of the National Directorate of Pre-School and Primary Education. Implementation of these proposals.

47. Activity: Consultations between administrative areas and establishment of a permanent authority for preparing a curriculum at the national level.

Description: Development of basic curriculum guidelines based on consensus with the provinces.

48. Activity: Implementation of projects for improvement and modification of our educational units, in order to raise their quality, reduce their costs and increase their efficiency.

49. Activity: Development of updated teacher-training plans for the pre-school and primary levels.

Description: To co-ordinate efforts at the national level to provide teacher training for the pre-school and primary levels. Support for the elaboration and implementation of national curriculum guidelines.

50. Activity: Implementation of the in-service refresher training courses for teachers (CADOSE) jointly with the National Directorate of Higher Education.

Description: Refresher training and exchanges between teachers in the practical work departments of teacher-training schools and the schools coming under the Directorate of Pre-School and Primary Education, to take the form of consciousness-raising workshops on teaching issues in important areas.

2. National Directorate of Secondary Education

51. Activity: Technical assistance for educational activities in the provinces: design and operation of a model (support for curriculum innovation in La Pampa).

Description: (a) Construction of a model for co-ordination of and support for provincial experiments at the national level; (b) Best possible utilization of trained human resources; (c) Strengthening of the technical and policy teams conducting activities in the provinces.

52. Activity: Federal secondary education meetings.

Description: Agreement between the central authorities and the provinces on politico-technical criteria and strategies for the joint elaboration of projects for making optimal use of secondary education services at the national and provincial levels.

53. Activity: Regional meetings on national and provincial activities at the secondary level.

Intended aim: (a) Exchange of information on academic and administrative questions; (b) Co-ordination of educational experiments in progress at the national and provincial levels; (c) Definition of joint action strategies for elaborating proposals for changes in the secondary level system.

54. Activity: Development of a vocational training programme at the national level.

Intended aim: Design of a programme of guidelines for vocational training to begin in March 1990, by region.

55. Activity: Determination of the possibility of extending project 13 (system of posting of teachers).

Description: In view of the positive results of this project, the feasibility of extending it is being studied in the framework of changes in the service.

56. Activity: Reactivation of the related questions departments.

Intended aim: (a) To improve the service; (b) To take advantage of experience already gained; (c) To enhance their relative importance in school operation.

3. National Council for Technical Education

57. Activity: Establishment and operation of the Experimental Centre for Excellence, for the technical education establishments.

Description: Apprenticeships for training in advanced technology processes, in co-ordination with regional labour demand, both for the technical education and vocational training establishments.

58. Activity: Trials of vocational training methods in workshops of the basic technical education cycle.

Description: Improvement of the quality of practical teaching in workshops and laboratories during the three years of the basic technical education cycle may strengthen capacity for developing a labour placement programme with the specific goal of ensuring rapid incorporation into the work force.

59. Activity: Evaluation of institutional and pedagogical experiments in progress to ensure efficiency in the teaching apprenticeship process, in keeping with the implementation of new experiments.

60. Activity: Elaboration of teaching principles for the reformulation of curricula, in view of the need for substantial changes in the structure of technical education.

61. Activity: Modernization of curricula and programme contents.

Intended aim: Modernization of the teaching apprenticeship process and adaptation of technical education and vocational training to the needs and requirements of the world of work.

62. Activity: Teacher training.

Description: Evaluation of curricula for training and refresher training of teaching staff in technical fields with a view to improving their professional qualification.

63. Activity: Establishment and operation of the National Human Resources Centre for Vocational Training.

Description: Changes resulting from new technology require occupational training to have highly-trained instructors, educators and staff, in keeping with the new processes employed.

4. National Directorate of Agricultural Education

64. Activity: Teacher training for the technical staff of educational establishments.

Description: Teacher training of technical teaching staff, whose professional training has consisted of intermediate and higher level studies in agricultural sciences.

65. Activity: Preparation of curricula at the tertiary, non-university level.

Intended aim: To meet the specific requirements of the agricultural sector for specialist human resources.

66. Activity: Preparation of curricula for practical workers in the agricultural field.

Intended aim: To expand the relevant educational services so as to allow a wide range of the young generation in rural areas access to the benefits of suitable job training.

67. Activity: Reorganization of the curriculum.

Intended aim: To design a curriculum meeting regional needs, with a suitable subject range, based on job training which will fit students (including even the inevitable drop-outs) for the labour market at any stage.

5. National Directorate of Physical Education, Sport and Recreation

68. Activity: In-service teacher training.

Description: A combination of advanced training activities to underpin continuing education and involving courses at the national, regional, zonal and local levels. Holding of training courses in various areas of management, aimed at candidates for senior or supervisory posts.

6. National Directorate of Special Education

69. Activity: Decentralization of special education.

Description: A study, to be carried out in each province, of alternative forms of decentralization, ranging from an overall transfer of responsibility, on the one hand, to provincial supervision of education, including administrative staff, financed by the national budget, on the other.

70. Activity: Job training plan.

Justification: The need to establish a legal framework to govern the joint participation of schools, enterprises and intermediate bodies, so as to increase the productivity and commercial value of what is achieved in each job training school.

71. Activity: External institutional supervision.

Intended aim: To allow more independence in decision-making and the development of creative projects by increasing institutional autonomy.

72. Activity: Organization of measures to facilitate the transfer of responsibility to provincial authorities.

Description: Conclusion of agreements to increase the participation of provincial educational authorities, intermediate bodies and zonal professional associations in the functioning of services which are currently the responsibility of the State.

73. Activity: Curriculum evaluation.

Intended aim: Upgrading of the job training plan in order to meet market demand, commercial opportunities, the introduction of new technology, etc.

74. Activity: Applied research in schools.

Description: Continuation of operational research on the reading-writing process and sign language for the deaf community in Argentina and preparation of a sign language dictionary.

7. National Directorate of Adult Education

75. Past activities: (a) Regional meetings with ministers to draft the outline Federal Adult Basic Education Programme; (b) Meeting in La Rioja to determine the main features of the Programme; (c) Evaluation of the National Literacy Plan; (d) Establishment and organization of the Commission on Intermediate-Level Instruction; holding of workshops; (e) Review of questions relating to the tertiary level.

76. Future activities: (a) Conclusion of agreements with district authorities on the Federal Adult Basic Education Programme; (b) Meeting of national and provincial authorities on intermediate-level adult education; (c) Conclusion of agreements with various organizations to arrange co-operation between national and provincial authorities on the problems of intermediate and tertiary education.

8. National Supervisory Board for Private Education

77. Activity: Study of the possibility and feasibility of making the basic intermediate cycle obligatory.

Intended aim: To devise a theoretical framework for fundamental studies on making the basic intermediate cycle obligatory.

78. Activity: Establishment of bases for the transfer to the local authority of national educational institutions located in areas of provincial or municipal jurisdiction, thus creating a federal sector in educational management organizations. This activity would have the following aims:

(a) To prepare budgets for the transfer of national educational institutions located in areas of provincial or municipal jurisdiction;

(b) To define the rights and duties of the national and provincial authorities in the educational system.

79. Activity: Introduction of assessment criteria for schools and accreditation, with a consequent revised definition of the "role" of supervision.

Intended aim: To prepare documents aimed at effective restoration of supervision by educational institutions and to grant schools formal authority for self-assessment, possibly introducing elements of accreditation in the integration, qualification, supervision and guidance of teaching establishments.

80. Activity: Academic and vocational guidance.

Intended aim: To establish, or strengthen in establishments where it is already in existence, general guidance for pupils throughout their school life, facilitating a responsible choice between continuing studies or integration in the work environment.

81. Activity: Development of principles for the general application of the Project 13 system (teachers for individual tasks).

Intended aim: (a) To draft rules for a graduated extension of the system of designated teachers for individual teaching tasks to schools coming under the National Supervisory Board for Private Education; (b) To classify the establishments covered by the Project 13 system.

82. Activity: Determination of the feasibility of job training plans.

Intended aim: To draw up teaching and technical curricula at the medium and tertiary levels, so as to provide a broader range of educational options, taking into account regional factors. Circulation of these curricula will thus enable the schools to have more choices of action.

83. Activity: Evaluation of current institutional and teaching experience.

Intended aim: (a) To prepare an evaluation document reflecting the achievements and shortcomings revealed by experience; (b) To formulate proposals for improving the system to the extent currently feasible.

84. Activity: Encouragement of applied research in schools.

Description: Listing of problems by sectors and/or areas of the curriculum, drafting of projects, preparation of methodological systems and execution of research projects.

85. Activity: Advanced training of teaching staff.

Description: (a) Analysis of aspects requiring advanced training of teaching staff; (b) Determination of the measures required.

86. Activity: Organization of specialist training for school managers.

Intended aim: To train senior staff in their role as administrators and supervisors of their establishment.

9. National Directorate of Artistic Education

87. Activities: (a) Co-operation with various authorities in raising the educational level of marginalized urban and rural groups; (b) Improving relations between different authorities by optimizing the channels of communication and obtaining an up-to-date knowledge of the regional situation.

10. National Directorate of Higher Education

88. Activity: Entry to professional teaching at all levels and in all subjects.

Justification: Need for agreement between all national directorates running teacher training establishments on criteria and procedures for entry to professional teaching, with provision for guidance, a not excessively stringent acceptance level and a considered authentic choice of field.

89. Activity: Evaluation of current teacher training plans.

Description: An evaluation to be used in order to establish future policies and work out a new proposal for teacher training within the federal teacher training and qualification system.

90. Activity: In-service teacher training.

Description: Measures to assist teachers during teaching activities at the pre-primary, primary, intermediate and higher levels, to be co-ordinated with other national directorates and the National Institute of Advanced and Refresher Teacher Training.

91. Activity: Transfer of responsibility for higher educational establishments at the non-university level.

Description: Information to be circulated to the provincial authorities in a quantitative report (covering establishments, teaching staff, students, administrative personnel, non-teaching personnel, infrastructure, etc.). General information on current curricula, covering diversification of educational options.

11. National Institute of Advanced and Refresher Teacher Training

92. Activity: Advanced training for tutorial staff.

Justification: Local Specialists will be appointed to organize workshops with on-the-spot follow-up and assessment, in order to enhance the performance of the tutorial staff of the National Institute of Advanced and Refresher Teacher Training by providing information on the content of all correspondence courses.

93. Activity: Correspondence courses in advanced teacher training (Proficiency Programme).

Description: (a) To bring teaching staff up to date in the scientific and instructional aspects of biology, mathematics, physics and chemistry at the middle-school level in the Republic of Argentina and in the Eastern Republic of Uruguay; (b) To provide advanced training in science and in the provision of correspondence courses, to meet the requirements of the national universities.

C. Third strategy: Development of specific programmes to meet special sociocultural needs

94. The aim of this strategy is to awaken the educational potential available in specific communities and to provide learning experience, so as to strengthen the sense of sharing a national culture and participating in social, educational and cultural development of the population in question.

95. Measures are envisaged to improve the social and educational situation of aboriginal populations and to foster the integral development of the inhabitants of frontier zones and areas, while at the same time raising the level of rural education. Measures will also be taken to determine the capacity of the educational system to provide vocational training, to meet pupils' social needs and to develop principles of coexistence during work and school activities.

1. National Directorate of Pre-School and Primary Education

96. Activity: Preparation of the social action plan for educational establishments under the authority of the National Directorate of Pre-School and Primary Education.

Intended aim: (a) Improved response of schools to pupils' needs; (b) Integration of the family and community in school life and development of schools that are open to the community.

97. Activity: Study of the educational potential of different social and cultural structures.

Justification and description: Need to stimulate and profit from the educational potential of the community. It will be necessary to collect information on this educational potential, especially in districts with marginalized urban and rural groups, aboriginal populations and in frontier zones and areas, making use for this purpose of the permanent staff of the federal authority.

98. Activity: Experimental opening of educational units to the community.

Intended aim: Sharing responsibility for education in order to exploit the educational potential of the community which the school serves. The open school concept.

2. National Directorate of Intermediate-level Education

99. Activity: Definition of the new model of intermediate-level education as a framework for technical and vocational training; drafting of the corresponding curriculum.

Description: Reformulation of curricula so as to produce graduates with skills that will enable them to take their place in the technical labour market, linking the educational facilities available with the regional development pattern and with regional requirements and resources.

100. Activity: Draft regulations for adaptation of the curriculum to technical and vocational training.

Intended aim: Development of the regulatory framework required for implementation of the new educational options and formulation of interinstitutional and intersectoral links, including the relationship between the available educational options and production requirements.

3. National Council of Technical Education

101. Activity: Meeting the social needs of pupils at technical schools.

Intended aim: Assistance to students from low-income families to undertake technical education, where the course of study makes greater financial demands on the family than other intermediate-level courses.

102. Activity: Research into the latent educational potential in each region, including formal and informal education.

Intended aim: Expansion of vocational training services by the planned establishment of pilot centres, extended application of the adolescent vocational training cycle and the gradual modification of evening classes for machine operatives and courses of practical instruction on the lines of vocational training.

4. National Directorate of Agricultural Education

103. Activity: Correspondence courses for staff of rural training and development centres.

Description: A means of enabling staff of these establishments and the rural community they serve to undertake and evaluate community projects.

104. Activity: Allocation of planned grants to pupils from low-income families.

Description: Without denying any young person with an aptitude and vocation for agricultural studies, the plan is mainly concerned with the

allocation of grants to the inhabitants of rural areas, whose training in a suitable educational establishment could significantly transform them into agents for change in depressed regions. A thousand scholarships are to be awarded each year to poor pupils.

105. Activity: Support for provision of school meals.

Description: In order to ensure that the large numbers of young persons from low-income family backgrounds receive adequate nourishment, it is estimated that free meals will have to be provided for about 50 per cent of the enrolment, assuming that the remainder will be able to meet their food costs. It will be necessary to provide free meals for 1,000 boarders and 1,500 semi-boarders.

5. National Directorate of Physical Education, Sports and Recreation

106. Activity: Intercollegiate Sporting Events.

Description: Organization of intercollegiate sporting events at the local, zonal, provincial and national levels in order to encourage participation in sports in educational establishments.

6. National Supervisory Board for Private Education

107. Activity: Co-operation with the various authorities in raising the educational level of marginalized urban and rural groups.

Intended aim: Formulation of practical proposals in order to potentiate the disparate activities of different bodies and authorities, so as to provide an overall basis for a logical programme aimed at remedying, gradually and by positive measures, the unsatisfactory situation of marginalized urban and rural populations.

108. Activity: Co-operation with the relevant authorities in order to raise the educational level of aboriginal populations.

Intended aim: Drafting of proposals to reverse the marginalization process of aboriginal groups and revitalize their culture.

109. Activity: Co-operation with the various authorities concerned in raising the educational level in frontier zones and areas.

Intended aim: Implementation of a plan to raise the educational level in frontier zones and areas.

7. National Directorate of Artistic Education

110. Activity: Drawing up in conjunction with other bodies and authorities the strategies required to enable genuinely constructive activities to be undertaken in frontier zones and areas.

Intended aim: (a) The return to school of drop-outs; (b) The development of job opportunities in co-operation with the craft and trade organizations; (c) Exploitation of the raw materials available in each location; (d) Groundwork and possible growth of each region or area.

111. Activity: Technical assistance to public and private bodies in regard to the planning, promotion and evaluation of artistic education programmes and services.

8. National Insitute of Advanced and Refresher Teacher Training

112. Activity: Training of technical and teaching staff on the curriculum reorganization project for the intermediate-level in Chubut province.

Intended aim: (a) Assessment of the technical team; (b) Training of teachers on a split-session basis.

9. National Directorate of Health and Educational Assistance

113. Activity: Conversion of local surgeries into primary health care centres.

Description: In the field of primary health care at school, the previous local surgeries in intermediate-level establishments, consisting in the majority of cases of one doctor and one school health visitor, have been converted into primary health care centres, staffed by an interdisciplinary health team consisting in principle of a doctor, a dental surgeon, a social assistant and a psychologist.

114. Activity: Design of a single school health record.

Description: A single school health record is currently being designed, which will include the child's health log and clinical history (psychological, medical, dental and social) from the first day of entry into the educational system until the completion of education. As soon as this single health record is available, movement through the different levels of education will merely involve successive and cumulative updating of the child's particulars. This record, which will be specific to the pupil, will permit any necessary transfer from one authority to another without the need for duplicating health examinations and provide the respective authorities with the pupil's health history in the previous school.

115. Activity: School attendance.

Description: With the establishment of the Physical Training, Sports and Recreation Division, which is responsible both for physical training and summer camps, it is planned to implement the School Summer Camps Programme, co-ordinated both at the medical and academic levels, thus bringing under a single head the principal aspects involved in the development of this activity. Six groups each of 1,200 pupils are planned to attend 12-day camps during the summer period 1989/90, distributed as follows: (a) Mar del Plata summer camp: 550 pupils; (b) Tandil summer camp: 300 pupils; and (c) Alta Gracia summer camp: 350 pupils.

D. Fourth strategy: Debureaucratization of administrative procedures within the Ministry of Education and Justice

116. This strategy is intended to achieve a far-reaching debureaucratization of the administrative channels of the Ministry of Education and Justice. This complex aim is to be achieved by the introduction of entrepreneurial

management principles in the administrative procedures, in order to simplify the tasks of the educational service and ensure that they are more efficiently performed. Both management and administrative staff will require considerable instruction and training in order to achieve this end.

1. National Council of Technical Education

117. Activity: Redefinition of the structure and operation of the regional vocational training inspectorates.

Intended aim: (a) To decentralize the work of the central agency; (b) To give the regional inspectorates more autonomy by delegating authority to the centres and branches throughout the country, thus enabling them to programme their activities, taking regional needs into account, and involving the local sectors which are concerned with vocational training.

118. Activity: Provision of specialized advanced training courses for those in charge of technical schools because the new concept of the school calls for managerial personnel who, in addition to teaching expertise, must acquire vitally needed know-how in order to organize and operate their establishment or business lines.

2. National Directorate of Agricultural Education

119. Activity: Re-establishment of technical and financial management supervision of dependent or branch institutions.

Intended aim: To establish permanent financial and technical supervision of branch or dependent schools and advise them on the corrective and/or planning measures they should take, based on an analysis of collected data.

3. National Supervisory Board for Private Education

120. Activity: Making mandatory in schools institutional planning which uses business management criteria.

Intended aim: To modernize institutional planning by using business management criteria in the schools.

E. Fifth strategy: Ensuring co-ordination and complementarity among the different levels, types and branches of education

121. Students in the schools have been seriously affected by the lack of co-ordination and the virtual non-existence of any links between the different levels of education and types of institution. Schemes are being developed to try and reverse this situation by creating real links both among the different levels of instruction, the various types of institution and the different authorities. Experiments are being carried out to promote positive integration among the educational institutions.

1. National Directorate of Pre-School and Primary Education

122. Activity: Implementation and evaluation of experiments in horizontal and vertical linkage in and between the pre-school and primary levels.

Justification and description: (a) The need to set up systems for co-ordination between the pre-school and primary levels; (b) Evaluation of co-ordination experiments carried out in the National Directorate of Pre-School and Primary Education; (c) Study and evaluation of experiments carried out elsewhere; (d) Extension of experiments which have yielded good results.

123. Activity: Evaluation of the operation of night schools of the National Directorate of Intermediate-Level Education.

Description: Study of the operation of the night schools in order to identify the problems, difficulties and needs of these establishments, so that appropriate co-ordination with the National Directorate of Adult Education may be developed.

124. Activity: Upgrading the skills of the management and supervisory staff.

Justification: The need to train management staff in schools in decision-making. To train teams of supervisors who can be responsible for advising institutions.

2. National Directorate of Adult Education

125. Activity: Co-ordination between the different types of intermediate-level education, in co-operation with the Vocational Training Department of the National Council for Technical Education, the National Directorate of Intermediate-Level Education and the National Institute for the Advanced Training and Upgrading of Teachers.

126. Activity: Involvement of the National Centre for Educational Technology in the production of audio-visual material to facilitate co-ordination among the different types of education.

3. National Supervisory Board for Private Education

127. Activity: Making proposals for co-operation with the various authorities concerned on the provision and improvement of primary education.

Intended aim: Drafting of proposals for the provision and improvement of education (level of attainment, basic features).

128. Activity: Establishment of procedures for co-ordination and exchanges among the various levels and types of education and among individual establishments.

Intended aim: Proposing basic standards and measures for organizing a national educational system in which there will be practical integration and dynamic and functional interaction among its component elements. These should cover both the macro-system and the actual institutional and teaching links that need to be established between teaching establishments and in the wider educational community that supports them and gives them identity.

129. Activity: Evaluation of teacher training programmes.

Intended aim: (a) Study of existing plans and identification of their strengths and weaknesses; (b) Evaluation of structures and teaching organizations; (c) Establishment of guidelines to be followed in developing study programmes on which integrated and practical curricula can be based.

4. National Directorate of Artistic Education

130. Activities:

(a) Analysis and redefinition of the structure of education cycles and levels having regard to the intrinsic nature of artistic education and the different specialized activities involved.

(b) Participation in drafting the curricula of arts subjects at the primary level.

III. NATIONAL INSTITUTE FOR EDUCATION LOANS TO ENSURE EQUALITY OF OPPORTUNITY

131. The National Institute for Education Loans to Ensure Equality of Opportunity (INCE) was established in June 1968. The function of this non-governmental body is to promote the training and specialization of persons lacking financial resources, by granting them scholarships, loans and assistance. It helps children, adolescents and young people from low-income families to gain access to various levels of the education system and to encourage needy persons to enter innovative educational areas.

A. Scholarships

1. Joint scholarships

132. Needy students at the primary and secondary levels are given financial assistance to prevent them from dropping out. A total of 7,252 scholarships has been awarded: 2,846 at the primary level and 4,406 at the secondary level.

2. ABC scholarships

133. Financial assistance is granted to encourage and promote access to and continued study at middle-level technical, agricultural and commercial schools. The overall total is 148.

3. Scholarships for the Falkland Islands (Malvinas) and the South Atlantic

134. Financial assistance is given to the children of civilians and soldiers who died in action or as a result of wounds, accidents or illnesses incurred as a result of the Falkland (Malvinas) conflict. A total of 286 scholarships have been awarded at the primary, post-primary, secondary, tertiary and/or university levels: 186 at the primary level, 77 at the secondary level, 88 at the tertiary level and 15 at the university level.

B. Loans

135. These loans consist of financial assistance provided to students following courses at the tertiary and/or university and post-graduate levels in Argentina. They are granted on the basis of criteria related to the needs of the students and the policy of reorientation into non-traditional careers and specialities leading to employment contributing to regional development. A total of 730 loans has been granted.

IV. NATIONAL DIRECTORATE OF EDUCATIONAL INFORMATION, BROADCASTING, STATISTICS AND TECHNOLOGY

136. This Directorate is engaged primarily in providing various forms of assistance to the managements of the institutions concerned. The following are its major activities:

(a) Planning and conduct of teacher training workshops

The purpose of these workshops is:

(i) To update teachers in the use of the media in the teaching and learning process;

(ii) To train teachers in the use of low-cost technology as applied to teaching;

(iii) To train primary- and intermediate-level teachers in the use of low-cost materials in order to optimize the graphic communication material available in the schools.

(iv) To study how the language of the media affects the social environment and the educational system in particular.

(b) Holding of seminar/workshops and one-day seminars on educational information for teachers

The purposes are:

(i) To train teams of teachers to support relevant activities;

(ii) To follow-up and evaluate activities and future programming.

(c) To make videos for use as aids to mathematics teaching at the intermediate level

Intended aim: To assist the learning process.

(d) Development of materials for art education

Intended aim: To provide alternative approaches to artistic creation.

(e) Drafting, printing and dissemination of documents and statistics on educational activity

Intended aim: To furnish information to managers and users.

(f) Provision of technical and logistic support to official agencies

Intended aim: To facilitate extension of the work carried out by the official agencies.

V. NATIONAL DIRECTORATE OF EDUCATIONAL PLANNING

137. This Directorate is responsible for various activities designed to support implementation of the educational polices set by the authorities. These activities range from the preparation of studies aimed at finding the best and speediest solution to problems in education to joint activity with other authorities in order to reach decisions by consensus. The Directorate's major activities are:

(a) Basic studies aimed at reform of the educational system

Intended aim: Preparation of reports on educational expenditure; operating costs and investment in middle-level and higher non-university establishments; decentralization of the educational system; planning and regionalization; the theoretical framework for evaluation of regionalization projects; institutional viability of transfers; current national legislation on education; rules and regulations applied in educational establishments; analysis of the organization and structure of middle-level institutions for which the Ministry of Education and Justice is responsible; the annual plan of operations; the quality of education; education and the revolution in production; schooling and science and technology; learning and school and every-day knowledge; a summary of national education policies and strategies; assessment of the present evaluation system in intermediate-level establishments.

(b) Support for local educational planning units

Intended aim: To develop work plans to assist local educational planning units in training their personnel both in conceptual theory and in conduct of the planning process.

(c) Development of an operational plan for the Ministry of Education and Justice

Intended aim: To produce an operational plan for 1989 and 1990 which outlines the work to be done by the educational agencies of the Ministry of Education and Justice in order to reach the targets set by the Government.

VI. SPECIAL PROJECTS

A. Educational projects being executed with assistance from the World Bank

138. During this administration, a series of educational projects in support of the educational policy of the Ministry of Education and Justice are being carried out with the assistance of the World Bank. These projects have been based on the following principles:

(a) Equality: to offer education to all citizens, regardless of their place of residence, social or economic background, sex or other characteristic unrelated to their ability or efforts.

(b) Quality: to orient education so that it instils in students a concept of humanist philosophy and the values of freedom combined with social responsibility, and trains them to work and serve the community in such a way that they make a valuable and decisive contribution to the defence and consolidation of democratic values.

(c) Diversification and integrity: to utilize to the fullest opportunities for autonomous and distinctive development of educational institutions in accordance with regional, group and individual interests and needs, thereby strengthening the integrity of the nation.

(d) Effectiveness: to work to achieve equality, quality, diversity and integrity by making optimum use of resources, having regard to the difficulties posed by the current budgetary limitations. In implementing this project, account has been taken of the apportionment of responsibilities for education, as set out in the National Constitution whereby the provinces provide general education services while the Federal Government is responsible for setting standards and formulating overall policy. The subprojects being implemented and their main targets are listed below:

1. Subproject No. 2: Redefinition of the structure and functions of the Ministry of Education and Justice and its relations with the provincial authorities

139. The aim of this subproject is to propose alternative methods for readapting the structure and functions of the Ministry of Education and Justice in order to ensure that in its future development and links with provincial authorities it will pursue the policies and conform to the strategies laid down for the sector and that such development will take place within the framework of the revolution in production launched by the National Government. The underlying concept is that the organization and administration of this system must respond to the educational needs of the population and that the guiding principles should be equality, quality, participation, integration, effectiveness and efficiency.

2. Subproject No. 3: Support for the administrative, budgetary, accounting and financial system of the Ministry of Education and Justice

140. Aim: To modernize the Ministry's budget preparation system, especially as regards the budgets of its main bodies, and the Ministry's relations with the General Directorate of the Budget, in order:

(a) To produce a Ministry budget drawn up according to modern techniques compatible with the General Budget of the Nation (a programme budget);

(b) To furnish the main bodies, especially those responsible for middle-level and university education, with methodologies and guidelines for the elaboration of programmes, subprogrammes and activities, by setting quantified targets; to determine costs and benefits; to analyse options and set priorities; and to design related information systems.

3. Subproject No. 4: Diagnoses and forecasts for educational infrastructure at the middle and higher non-university levels

141. This subproject has two aims:

(a) To provide the Ministry and the provincial education authorities with a dynamic tool for managing the physical infrastructure in the form of middle level and higher non-university schools under the authority of the Ministry for the following purposes:

(i) Meeting the plant maintenance, repair and expansion requirements of the above-mentioned schools in a rational manner;

(ii) Obtaining the basic information needed in order to develop alternative proposals for a policy of investment in educational infrastructure;

(b) To provide the elements for formulation of investment projects that will improve the quality of education as regards educational infrastructure management for public institutions at the middle and higher non-university levels.

4. Subproject No. 5: Design and testing of a statistical and socio-educational information system

142. The subproject has the following four aims:

(a) To contribute to the improvement and strengthening of the planning and administration of education by methods permitting:

(i) The elaboration of a conceptual framework for redefining the nature and scope of the various planning and decision-making processes and for promoting maximum efficiency and effectiveness in the administration of educational projects;

(ii) The development of methods for converting political decisions into operational strategies;

(b) To propose alternatives for the organization and continued operation of an integrated national basic data network for the planning and management of education throughout the country. This will be done by gathering and co-ordinating all the inputs produced on the subject by other subprojects of the Ministry of Education and Justice - World Bank project and other relevant public agencies;

(c) To propose strategies for establishing a national evaluation system based on the utilization of inputs produced by subproject No. 9 (see para. 145) and analysis of any other type of data which may be required;

(d) To provide the various authorities with advice and training in the new concepts of educational planning and management and in the use of the methodologies and tools developed for the production, processing and utilization of the information referred to in the aims referred to in subparagraphs (b) and (c).

5. Subproject No. 7: Labour problems and institutional links

143. The 10 aims of this subproject are:

(a) To ascertain the views of the various parties concerned in regard to four key issues:

(i) labour contracts (individual and collective);

(ii) working conditions;

(iii) demands and disputes; and

(iv) trade-union activity and strategies;

(b) To analyse the structure and operation of Educational Affairs Branch and, in particular, the Directorate for Trade Union Questions;

(c) To prepare a study of the relations between the education system management and the teachers' unions in the different administrative areas;

(d) To assemble suggestions for possible strategies for the transfer of information to other authorities if the Secretariat of Education so decides;

(e) To prepare exploratory studies on the impact of the rules and regulations in force;

(f) To define lines of study and research that will provide data useful for decision-making in respect of teachers' working conditions;

(g) To provide the Educational Relations Branch with technical support;

(h) To furnish documents and information on specific topical matters;

(i) To meet the aims of:

(i) training, transfer and information and

(ii) exchanges with other authorities;

(j) To respond to interinstitutional requests.

6. Subproject No. 8: Computerization project for the Ministry of Education (PIME)

144. The subproject has three aims:

To replace or standardize manual procedures;

To produce timely and useful information;

To computerize the operational, statistical and planning activities of the different departments of the Ministry of Education and Justice.

7. Subproject No. 9: Improvement of the quality of middle-level education

145. This subproject has three aims:

(a) To produce know-how and methodologies for obtaining adequate, useful and reliable information regarding:

(i) The extent to which the system is achieving its own targets;

(ii) Strategies for dealing with deficits;

(b) To produce for all middle-level educational establishments methodologies for passing on experience gained and evaluated;

(c) To make an overall assessment of the work methods used in the national and provincial institutions and of the success achieved in disseminating them during the 1991 school year.

8. Subproject No. 11: Improvement and modernization of the teaching profession

146. The four aims of this subproject are:

(a) To enhance the quality and quantity of the retraining and modernization activities for teachers in all levels, types and positions in education, by co-ordinating the State activities with the retraining and modernization efforts of all the country's authorities;

(b) To respond to requests for teacher training from national, provincial and municipal authorities in the areas of both formal and non-formal education;

(c) To disseminate information from the National Institute for Advanced Teacher Training to all local authorities;

(d) To provide in-service training to the technical and teaching staff of the three levels to enable them to design, process and evaluate the teaching material and methods used in in-school and out-of-school teaching and in correspondence courses for students in different types of education.

9. Subproject No. 13: Support for educational research

147. The three aims of this subproject are:

(a) To help in establishing machinery for taking account of new data in policy and technical decision-making relating to the reform of educational institutions;

(b) To promote the establishment of machinery and agencies to support and promote research and innovation in the schools because the valuable contributions which they make must be secured and preserved;

(c) To influence the formation of public opinion and the thinking of various sectors of society concerning education, through widespread dissemination of information concerning education reforms.

B. Activities carried out with the assistance of UNESCO

148. A series of activities have been undertaken with UNESCO assistance to support the education reforms proposed by the present administration:

(a) A national Argentine committee for the World Decade for Cultural Development was re-established and convened. The Secretariat for Culture was asked to provide Argentina with policy guidelines for the Decade and it was decided that culture should be decentralized and the emphasis placed on federalism;

(b) The chairmen of the local branches of non-governmental organizations in consultative status with UNESCO were convened and a liaison committee was formed;

(c) An advisory committee was established to examine the comments on UNESCO's 1990-1991 draft programme and budget and 1990-1996 medium-term plan;

(d) Over 80 projects were put forward in relation to the different sectors of the UNESCO programme;

(e) Decision No. 535 of 5 October 1989 of the Ministry of Education, gave effect to the Recommendation Concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms adopted by the General Conference of UNESCO on 19 November 1974. This is the guiding norm of Argentina's present educational policy, which stresses the ethical aspect of education and is being gradually implemented at all levels and in all types of education in the country;

(f) Measures were taken to plan, follow up and implement the interregional project which Argentina is executing together with Bulgaria (UNESCO's Programme for Peace) through nine Associated Schools;

(g) A subregional seminar to be held in 1990 will set the guidelines for implementing resolution No. 535 referred to in subparagraph (e) above;

(h) The United Nations proclaimed 1990 International Literacy Year and Argentina recently formed its National Committee for the Year at UNESCO's request.

C. Projects being executed with assistance from the Inter-American Development Bank

149. Work is being done with funding from the Inter-American Development Bank to implement the project for the expansion and improvement of technical and agricultural education (EMETA). The guidelines which are being followed in this project and the project objectives are outlined below.

1. Formulation of teacher training projects for revision of the curriculum: The aims of this project are to assess the situation in each of the schools and the community involved in the programme and to incorporate the new features in the curricula of all EMETA schools.

2. Training and advanced training of teachers: To instruct teaching and non-teaching staff using selected methodologies appropriate to the regional characteristics of each educational authority.

3. "Deformalization" of education: To develop comprehensive rural education that incorporates productive activity into school and non-school work.

4. "Debureaucratization" of administration: (a) To encourage larger numbers of students to enrol in the rural areas and to retain them in school until completion of their studies; (b) To meet the social needs of the students; (c) To assist low-income students.

D.

150. Organization of American States (OAS): A number of projects are being carried out with OAS assistance to support the present administration's policy. The list of projects and their objectives is given below.

1. National school library system: To improve the level of school library services and encourage their conversion into learning research centres.

2. Multinational initial and basic education project: To devise curriculum guidelines, teacher training and school organization at the initial and basic levels in order to upgrade and enhance the quality of teaching at those levels.

3. Multinational post-literacy project: To co-operate with other OAS members in strengthening staff and materials for post-literacy work using conventional and unconventional methods, systems and resources.

4. Education to improve the situation of the disadvantaged in urban areas: To promote the educational development of disadvantaged low-income rural and urban communities, by also improving health, housing and administrative and other services.

5. Technical education and vocational training: Training and advanced training of specialized staff in the management and administration of technical education and vocational training.

6. Educational technology: To carry out studies and develop materials and resources, in order to apply scientific knowledge in solving educational problems.

7. Educational material for the communication media: To prepare educational material which has a cultural and scientific content for distribution to the existing networks of newspapers, magazines, radio, television, etc.

8. Innovation in middle-level education: To contribute to innovation in Argentine education by carrying out a comprehensive review of the curriculum at the middle level in the various types of schools.

9. Integrated educational development in disadvantaged and/or marginalized areas: To promote educational development in marginalized or disadvantaged areas. Argentina, Bolivia, Paraguay and Uruguay are participating in this project.

10. Regionalization of education: To devise a system for planning the regionalization of education and produce measurable results through study of the teaching environment in two fundamental areas: the regionalization and the quality of education.

11. Strengthening of provincial education planning bodies: To co-operate with provincial governments in improving the organization and operation of the education planning bodies.

VII. NATIONAL SECRETARIAT OF CULTURE

151. A radical reorganization of the National Secretariat of Culture took effect as from 10 July 1989, the cultural activities of the Secretariat being based on three fundamental premises: national unity, Latin American integration and a new approach to productivity. Against this background the Secretariat of Culture outlined a pluralist policy with a clearly federal bias, calling on all provincial administrations to participate in the joint co-ordination of the Federal Cultural Plan for 1990 at the national and provincial levels.

152. Since the identifying feature of a people is its culture, something which is clearly of federal concern, very far-reaching research at the federal level, has been undertaken going back to the first roots of our people. With this end in view, the National Secretariat of Culture - after discussing the issue with all its national directorates - drew up a draft plan of the image to be presented by a Federal Argentina. The cultural map of the country was accordingly divided into separate regions so as to bring out the different cultural interfaces revealed by these research activities, emphasizing all the time the characteristic pluralist approach of the Secretariat.

Latin American integration

153. The National Secretariat of Culture has participated actively in the general aim of securing Latin American integration by attending various international meetings and at the same time by positive collaboration with the Directorate General of Cultural Affairs of the Ministry of Foreign Relations and Religion. These activities have laid the foundation for further steps along the road to integration, which is eminently a cultural objective.

154. Full agreement has been reached between the participating countries on the activities to be undertaken at development meetings, many of the aspects of which relate to the cultural policies of the continent. One of the most successful achievements of these meetings has been the mutual respect shown for the particular characteristics of the sister nations of Latin America and for their cultural attitudes, which has found expression in the planned active promotion of free circulation of cultural objects and in the policy of cultural co-operation and exchange.

155. Against this background, Argentina has been able to establish, as an initial step, a federal and regional mechanism for the circulation of cultural objects on the basis of reciprocity with neighbouring countries and with the active participation of the provincial administrations; this is a genuine and striking demonstration of the importance of culture in this connection.

156. Various meetings of cultural leaders in Latin America and the Caribbean, held at Brasilia (Federal Republic of Brazil), at Caracas (Venezuela) and at Rio de Janeiro (Federal Republic of Brazil) have given further impetus to cultural exchanges and co-operation between the countries concerned.

157. In January 1990 Argentina will be hosting in Mar del Plata the Extraordinary Meeting of Ministers of Culture of Latin America and the Caribbean. The Secretariat, as the organizing body, in conjunction with other institutions concerned, will be making all preparations for this Meeting, which is to be attended by the President of Argentina and the Minister of Culture.

158. The work done in this connection has fully restored the standing of our country in international cultural forums and has in particular set in motion a genuine programme of Latin American cultural integration.

The productivity revolution in culture

159. The cultural revival is well on the way to taking its place in the productivity revolution which is the keynote of the planning and policies of the National Government. Cultural production is breathing new life into the springs of artistic creativity in many fields such as traditional handicrafts, where it has been possible to revive the pattern of craft work, providing at the same time better sales facilities, cultural activities associated with the National Library and the broadcasting of cultural programmes by the mass media.

160. The main activities of the 12 national directorates which make up the National Secretariat of Culture are listed below.

A. National Directorate of Music

161. Some of the more important activities undertaken by this Directorate have been participation in Expo-Art and Ferimúsica '89; performances by children's choirs from various provinces in the National Cervantes theatre; Tribute to the Organization of American States with the participation of the National Symphony Orchestra; frequent performances by the National Symphony Orchestra in various concert halls, including the Teatro Colon, and organization of the first Buenos Aires Choral Singing Festival - Music of the Twentieth Century - acclaimed as a national event.

B. National Institute of Cinematography

162. The Institute has set up a Standing Advisory Council on the Cinema, covering 21 different aspects (production, sales, cinematographic activity, video, television, etc.). Agreements were signed in Caracas providing for cinematographic integration with 12 Latin American countries, including an integration agreement covering co-production and an agreement on a common market in films. The Latin American Forum (Caracas) has been responsible for

the sale of Argentinian films in Brazil, Canada, the United States, Italy, Korea and other countries, operating from a new headquarters in Buenos Aires, which has enabled Argentina to participate in film festivals at Montreal and Toronto, Venice, Alexandria, San Sebastian, Biarritz, Tokyo and New York.

C. National Directorate of Anthropology and Folklore

163. The Directorate is responsible for the planning and organization of many new forms of productive output, for example:

(a) The restructuring of the National Traditional Handicraft Market (MATRA) and adoption of new policies for handicraft activities;

(b) New lines of research linked with productive development, such as the maintenance, survival and revitalization of traditional technologies;

(c) The implementation of research agreements in conjunction with the provincial authorities.

D. National Directorate of Research and Studies in Culture and Communication

164. A national census of cultural and communication resources has been carried out. Based on the results of this census, arrangements have been made for 10 basic research projects to determine future policy in this field. A Training Centre for Cultural and Communications Administrators is planned at the tertiary level and seminars have been held with the participation of all the provincial authorities and the support of the Organization of American States. Five seminars, training courses and workshops are planned for 1990, the first of these dealing with the production of cultural broadcasts.

E. National Directorate of Visual Arts

165. Eighteen events have been held in national exhibition halls, including in particular the Seventy-eighth National Sculpture Salon and other international events. In addition 54 exhibitions have been held in the Malvinas Islands Cultural Centre. In the field of international relations Protocol 18 was signed (at Rio de Janeiro) and the Directorate attended a Meeting of the Eight (at Caracas). Both meetings took steps to promote the free circulation and exchange of cultural items in the visual art sector.

F. Argentinian Cultural Publications

166. This Directorate has a wide range of planned activities in hand, including publishing projects on behalf of the National Directorate of Music, the National Art Fund, the Institute of Cinematography, the Anthropology, Theatre and Book Directorates, and in connection with the culture and communications review sponsored by the Secretariat of Culture. Six books by Argentinian authors, which had become out of print, have been reissued with the Directorate's own resources and six previously unpublished works are currently printing. Two thousand books have been supplied free of charge to various official and private organizations and the distribution has been arranged within the country of 500 books to each province. The Directorate has been represented at numerous fairs and exhibitions such as FERINOA and

FERIMUSICA and agreements have been signed with many of the provincial administrations. Agreements have also been signed with Argentinian commercial distributors. The publication of several major issues is planned (40,000 copies per title) on a self-financing basis.

G. National Library

167. Donations have enabled the photocopying service to continue in operation, a start has been made with building up video, record and film libraries, which were not previously available, and computerization of the Library is under way. An "Academic Council for the National Library" has been set up, consisting of 25 eminent intellectuals who will advise on library and bibliographical policy. Publishing activities, which had been suspended for several years, have been restarted with the publication of the First Anthology of Contemporary Short Stories, a History of the National Library and a series of publications on "the art of reading". A cycle of master class lectures entitled "Records in the National Library" began with an inaugural class by Dr. Julián Marías.

A fresh start has been made with a study of the relocation and updating of the new building for the Library, work on which, begun in 1971 and affected by successive suspensions, has been in a state of complete inaction since 1988.

H. National Book Directorate

168. Various courses have been held on fundamental subjects, such as the nature of the novel and an introduction to the national theatre, and a wide range of lectures have been sponsored. Training courses and workshops have been organized within the framework of the Federal Cultural Plan to promote reading as an activity. Plans have been drawn up for the protection of books in Argentina and the preservation of libraries and the Directorate was represented on the Executive Committee of the Book Fair. The Argentine Library in Brazil has been set up and a Meeting of Latin American writers is to be held in conjunction with the forthcoming Book Fair.

I. National Directorate of Museums

169. Work has begun on listing the complete cultural heritage of Argentina and on preparations for the Sixth National Meeting of Museum Directors, which will bring together museum officials from all over the country. The scale of permanent and temporary exhibitions in various exhibition halls has been stepped up. A good example of this is the Sigmund Freud exhibition held in the Sarmiento Historical Museum in the Federal Capital. Computing workshops for children have been co-ordinated, rotating from one exhibition hall to another. These combine study of computing language with study of history and art.

J. National Directorate of Radio and Television

170. The first Meeting of Low-Power Radio and Television Channels was held in Buenos Aires province and a first meeting of private television producers was held as a means of stimulating the audiovisual industry. The Directorate has also sponsored the establishment of the North Eastern Regional Production Unit in Argentina. Special awards have been established as a tribute to the

pioneers of radio and television. Work has been done in conjunction with members of the national legislature to obtain waivers of the existing legislation so as to permit foreign investment in the media. Active support has been given to Radio Broadcasting Act No. 22.285, in order to facilitate access to media ownership by intermediate bodies, municipal authorities and universities.

Agreements have been signed with various organizations, including in particular the National Telecommunications Undertaking. Meetings have been held with the cultural secretaries of trade unions to urge them into action to obtain radio and television channel licences.

K. National Directorate of the Theatre and the Dance

171. A wide range of performances have been put on in various public halls in different parts of the country. The Theatre Cycle has successfully organized the production of plays in the National Cervantes Theatre and in the Rivera Theatre. The Friends of the Cervantes Theatre organized a programme entitled Friends, which included a number of one-man-shows and a programme of warm tributes to the Independent Theatre with the participation of well-known stage personalities. The programme for 1990, with the presentation of a wide range of new works of the same type, will include some short pieces by Miguel de Cervantes.

L. National Directorate of Audiovisual Broadcasting

172. Various television programmes have been broadcast, in particular by Argentina Televisora Color: "Past and Future of the National Cinema", "National Theatre Festival" and "The National Library".

The Directorate has collaborated with various other National Directorates, such as the National Book Directorate on three works of fiction under the heading "Literature and its various forms", the National Directorate of Music on "The symphony in concert" and the National Art Fund on the "National meeting of leaders of street singing groups".

Seminars have been organized with the co-operation of the Spanish State Institute of Radio and Television on the "Production of documentaries for provincial television staffs".

There has also been collaboration with some of the provincial authorities, namely Corrientes Province (Argentina Televisora Color's special "National Festival of Chamamé"); Chaco Province (Argentina Televisora Color's special "History of Chamamé") and Entre Ríos Province "Tribute to López Jordán", a documentary.

Provincial programmes of audiovisual productions have also been organized.

Annex

REFERENCE DOCUMENTS */

(a) Minimum basis for a Federal Education Pact.

(b) Resolution No. 813 of 16 November 1989.

(c) Resolution No. 535 of 5 October 1989.

---

*/ These documents, submitted by the Government of Argentina in the Spanish language, may be consulted at the United Nations Centre for Human Rights.